**Planning an Independent Research Unit**

Note: This template is meant to provide a starting point. Please adjust and adapt as needed! Also, please note that you will find extra guidance and information about the research process through two key resources. Broad categories align with the steps in implementing choice well, as explained in [*Learning to Choose, Choosing to Learn*](https://www.amazon.com/Learning-Choose-Choosing-Learn-Achievement/dp/1416621830/ref%3Dtmm_pap_swatch_0?_encoding=UTF8&qid=&sr=) (LTC). Specific page numbers in the plan below refer to supportive information in [*The Research-Ready Classroom*](https://www.amazon.com/Research-Ready-Classroom-Differentiating-Instruction-Content/dp/0325009449/ref%3Dsr_1_2?s=books&ie=UTF8&qid=1485996105&sr=1-2&keywords=research+ready+classroom)*.*

**Creating Good Choices** (LTC, Ch. 5)

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| **Theme:** |
| **Major Goals (p. 27):** |
| **Specific Objectives (p. 28):** |
| **Possible Choices/Topics:** As you think about this theme, what are some possible topics that students might enjoy learning more about? As you list these ideas, think about how they will connect with the major goals and specific objectives of this unit. |
| **Rationale:** How will you describe this theme to students in a way that will capture their imagination or get them excited? |
| **Organizational System (p. 62-66):** How will students keep track of their research work? Consider a system that will be appropriate for students’ ages as well as allow you to easily check in throughout the process. |

**Helping Students Choose Well** (LTC, Ch. 6)

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| **Process/Strategies (p. 34-47):** How will you help students think deeply about topics before choosing one? |
| **Choose Topics:** How will students make/show their choice? |
| **Timeframe:** About how long will this process take? |
| **Gathering Resources (p. 43):** Think ahead. What are some resources that students might use? |
| **Potential Challenges (p. 43-47):** What might be challenging about this part of the process? Are there topics that might not fit? Will resources be challenging? What else might be hard? |

**Facilitating Choice Work: Leading Great Learning** (LTC, Ch. 7)

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| **Questioning (p. 48-58):** How will you help students ask good (interesting, relevant, age-appropriate, etc.) questions about their topics? |
| **Research Skills to Teach (p. 60-62):** What are a few skills you might teach your students so they can successfully gather information? |
| **Research (p. 66-75):** How might you coach students as they move forward with their research? Jot down any ideas you want to remember about this phase of the process. |
| **Projects (p. 77-98):** What guidance will you provide to students as they create projects?  |
| **Presentations (p. 99-120):** How will students share their work? How will they prepare for this sharing? What kind of assessments might work? |
| **Time Frame:** How long will students have to generate questions, learn about their topic, create projects, and put together and share presentations? (It might be helpful to think about each of these stages separately to estimate the total time!) |

**The Power of Self-Reflection** (LTC, Ch. 8)

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| **During Work:** How will you help students reflect throughout their research work? Especially consider having them reflect as they question, gathering information, and work on projects and presentations. |
| **Assessments (p. 113-120):** What kinds of assessments will you use? How will these help students self-reflect on their work? |
| **Goal Setting (p. 121-122):** How might you have student set goals for future research work?  |

**Professional Reflection** (LTC, Ch. 9)

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| **Teacher Reflection:** Think ahead. What questions do you have about this research experience? What are you wondering about? (Write down some notes here as a part of your planning process.) |
| **Goal Setting (p. 122-123):** As you wrap up this research unit, reflect on how things went. What were some positives? What are some next-step goals that you might set?*Successes:**Goals:* |

Remember: You can always connect with me through [my website](http://www.leadinggreatlearning.com/). Let me know how I can continue to support your great work!